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ABSTRACT

Career education activities for use in Grade 2 are presented in the document. Behavioral objectives for the following subject areas are provided: art, homemaking, language arts, math, music, physical education, resource people, science, social studies, and workshop abilities. The bulk of the document consists of nine units of activities focusing on the following career concepts: (1) people need to work to preserve and advance society; (2) people work for rewards and satisfaction; (3) there are rules for all kinds of work; (4) all kinds of work are interdependent and should benefit society; (5) attitudes and personality factors have an effect on work, performance, and success; (6) all work has dignity and is worthwhile; (7) all work involves the production of goods or services; (8) most kinds of work need some skill or training; (9) all people can and should contribute their particular talents and capabilities to the world of work; (10) people should adapt to technological and sociological changes which create or eliminate work; (11) environmental and cultural factors determine the kinds of work available; and (12) man's work affects his way of life. Each unit contains several activities keyed to the subject areas. An index and correlations chart are included. (EC)

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ED120371

CAREER EDUCATION
in Appalachian Maryland

AWARENESS

ELEMENTARY

SUPPLEMENTAL ACTIVITIES

LEVEL 2

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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RATIONALE FOR ELEMENTARY CAREER EDUCATION

The following statements provide some of the justifications for inclusion of career education in elementary programs.

1. Every experience from early childhood to maturity contributes to career choice.

2. Children can see a positive relationship between school and the world of work through career awareness education.

3. Today, elementary children learn more and learn faster than any comparable group in history and are, therefore, ready for learning the foundations of career decision making.

4. Occupational choice results from acquired behaviors and experiences during the formative years of childhood and adolescence.

5. Children are capable of learning about what work is and how the world of work might shape their thoughts, abilities, attitudes, and interests through career education.

These supplemental Career Education activities were developed by a Task Force of thirteen creative and dedicated elementary teachers under the direction and leadership of Project Elementary Career Education Coordinators. The work was done within the guidelines established for the Model Career Education Project located in Washington County, Maryland.

The total project is a joint effort of the U.S. Office of Education, the Maryland State Department of Education Division of Vocational-Technical Education, and the Washington County Board of Education. Major funding sources include U.S. Office of Education, Part D Research and Development Funds and Part C Exemplary Funds.

During the 1972-73 school year these activities were piloted in four elementary schools in Washington County and feedback information was provided by numerous teachers in these schools for revision purposes. This final compilation of K-5 activities has been completed under the direction of Mrs. Margaret Callas and will now be available to all elementary schools in Washington County and to surrounding counties in Appalachian Maryland.

This work is just a part of our plan for Career Education K-adult, however, the elementary program plays a most important role in a systematic meaningful approach to the Career Education Concept.

James W. Wilson

James W. Wilson
Career Education Project Director

This Career Education Program has been developed for use as a pilot study in four schools of Washington County in the Fall of 1972. It was decided that the Harcourt, Brace and World, Inc. Social Science Course of Study should serve as a vehicle to introduce the material needed for the program.

Each unit in the course of study was viewed to see how the author's aims and objectives could be used to promote Career Education concepts. Then each lesson was analyzed and provided with activities for reaching the goals. This workbook should serve only as a guide for on-going class activities and should be reviewed, revised and rewritten as it is used. We hope that, as you work with the material, you will become enthusiastic with the possibilities and will be encouraged to be innovative in finding other ways to treat the subject. Space has been provided for your changes, suggestions and comments.

It is hoped that this project will accomplish certain goals. We believe every healthy individual is at work at something, especially the elementary child. These are our goals:

--to motivate the child to investigate work in its many phases, and to develop a lively awareness of the working world. --to have an appreciation for all types of work and workers. --to respect the attitudes and habits needed to be a successful worker. --to develop a motivation for work in the elementary school.

We hope you will feel challenged by both the ideas and the materials, and that enthusiasm for Career Education will be generated.

Bertha Starkey
Diana Valentine

ELEMENTARY CAREER EDUCATION TASK FORCE
WASHINGTON COUNTY

Career Education Concepts

1. People need to work to preserve and advance society.
2. People work for rewards and satisfaction.
3. There are rules for all kinds of work.
4. All kinds of work are interdependent and should benefit society.
5. Attitudes and personality factors have an effect on work, performance and success.
6. All work has dignity and is worthwhile.
7. All work involves the production of either goods or services.
8. Most kinds of work need some skill or training.
9. All people can and should contribute their particular talents and capabilities to the world of work.
10. People should adapt to technological and sociological changes which create or eliminate work.
11. Environmental and cultural factors determine the kinds of work available.
12. Man's work affects his way of life.

BEHAVIORAL OBJECTIVES

The following behavioral objectives provide a means for evaluating this program. In addition they may be utilized by the classroom teacher for the purpose of individualizing the program and improving instruction. They are meant to be flexible in that several activities may evolve from one objective. They have been listed according to subject areas but are interchangeable and may be utilized according to the teacher's needs.

Art

1. Given various art media and a stimulating environment, the student will create a visual art product.

2. Given basic materials, instruction and proper environment, the student will construct a project of his choice.

3. Given a project at the beginning of the school year involving a high degree of muscle coordination together with related activities throughout the year, the student will show improvement on the same project at the end of the school year.

4. Given the instruction on proper use of different materials and media, a student will demonstrate the skills involved, to the satisfaction of the evaluator.

5. Given a color wheel containing the primary and secondary colors, the student will discriminate between primary and secondary colors and their relationship to each other.

6. Given a project relating to size and shape, the student will analyze the situation and select the proper item for completion of the project.

Homemaking

1. Given specific directions for a self-directed project, the individual will be able to make the desired product.

2. Given a task, the student will be able to determine the need for the best routine to accomplish the job in an efficient, organized and workable manner.

3. Given an assigned task, the student will complete the assignment according to criteria that has been previously established.

4. After discussing the family, the student will form an opinion of the importance of each member's role to the welfare of the family.

5. Given the basic needs, food, shelter and clothing, the student will investigate their importance for his survival by using available resources.

6. Following an oral discussion and related activities, the student will cite examples from daily experiences of customs, attitudes, values and mores.

7. Given a list of safety and health habits, the student will determine those beneficial for his well being.

8. Given a background of material about a mechanical device, the student will employ this information for the use, care and maintenance of this equipment so it operates properly.

9. Given resource material, the student will identify and employ the vocabulary related to the task.

Language Arts

1. Given the instruction for the development of skills ir listening, speaking, reading, thinking, writing, researching and interviewing, the student will fill out a job application, ask questions, participate in an interview or write a letter for the purpose of acquiring information or pursuing a job.

Math

1. Given various experiences regarding budgeting, the student will be able to make and manage a budget, according to his earnings. (real or hypothetical)

2. Given a background of knowledge of time and its value, the student will be able to apply this information to his daily experiences.

3. Given facts about the use and value of money, the student will be able to devise a system for money management, geared to his socio-economic background.

4. Given the fundamentals of weights and measures, the student will demonstrate his ability to use this knowledge accurately, according to the assigned task.

5. Given the skills necessary for consumer shopping, the student will be able to compare quality and quantity of items with price.

6. Given the general information of public expenses, the student will conceive the necessity for income tax, as it applies to his situation.

7. Given the opportunity to engage in a small business, the student will be able to employ techniques necessary to insure some measure of financial or personal success.

8. Given the general information regarding various types of insurance, the student will conceive the necessity for an insurance plan, as it applies to his situation.

9. Given a pay check to interpret, the student will be able to ascertain whether the amount received is in proportion to services rendered or goods produced, with 50 per cent accuracy.

Music

1. Following an independent study of the works of famous musicians and composers, the student will state in written or oral form, how it affects him as a child.

2. Given guidance and a chance to make a musical instrument and play it, the student will demonstrate it to an interested listener.

3. Given an opportunity to become familiar with numerous rhythms, games and work songs, the student will demonstrate an activity, to the best of his ability.

4. Given situations outside the classroom, the student will select and record everyday sounds that have some type of musical composition.

5. Given a selection of recordings from other countries, the student will list the similarities and differences, as compared to music of his interest.

6. Given an opportunity to choose a rhythmic activity, either in a group or independently, the student will originate an interpretation.

7. After a series of classroom activities related to music appreciation, the student will choose the musical entertainment that fulfills his intrinsic needs.

Physical Education

1. Following numerous planned physical activities, the student will be given the opportunity to develop perceptual and kinesthetic skills in order to build a more secure body image according to individual ability.

2. Following investigation of professional athletes, the student will be able to list attributes of good sportsmanship and the necessity for rules and teamwork.

3. Given a list and description of various recreational activities, the student will select and evaluate those that best suit his interests, time and ability.

Resource People

1. Given an opportunity to interview, a resource person from each job cluster, the student will form an opinion and/or ascertain the advantages and disadvantages, amount of training, skills required, opportunities for advancement, work environment, and echelon of authority, pertaining to the job.

2. Given an opportunity to go on field trips, the student will determine by observation, the need for different workers, the demands for certain jobs, the interrelatedness of jobs, equal opportunity involved in the occupations.

3. Given a list of jobs, the student will be able to differentiate between those producting goods and those producing services.

Science

1. Given a demonstration of some aspect of space exploration, the student will ascertain the impact of recent discoveries upon everyday life.

2. Given the relationship of science to work, the student will account for new jobs and changes in existing jobs in the labor market.

3. Given the opportunity to observe or participate in a project related to ecology, the student will illustrate an aspect of conservation, as it applies to the environment.

4. Given a situation that includes materials and resources needed for an investigation, the student will formulate a process for achieving a previously established goal.

5. Given the opportunity to explore a variety of media for the purpose of creating some useful or meaningful result, the student will discover the fact that inventions are usually the result of experimentation.

Social Studies

1. Given a designated community environment, the student will determine the kinds of work available in each job cluster.

2. Given appropriate information, the student will compare his family life style with other culturally or ethnically different groups.

3. Given historical information from resource materials, the student will ascertain the effects of past culture upon the present and hypothesize about the future.

4. Given the fundamental skills of using maps and graphs, the student will identify the occupations that exist in certain geographical regions.

5. Given the opportunity to draw from background experiences, the student will state, in written or verbal form, ways of adjusting to a changing society.

6. Given the socio-economic status of various occupations and their salary ranges, the student will rank the work according to possible monetary gain, classify work according to its level of intrinsic gain and list the luxuries many families may be able to afford today.

7. Given the opportunity to work in a group and formulate procedures necessary for efficient organization and management, the student will compare the problems encountered with the need for standards in the home or community.

Workshop Activities

1. Given adequate work space, guidance, materials and organization skills, the student will employ his mechanical ability and interest for the completion of some desired product, according to established safety standards.

Art

Creative Ability
Imaginative Ability
Construction
Muscle Coordination
Using Art Materials
Color
Mechanical Ability (models, parts, etc.)
Discriminating - size, shape

Homemaking

Following Directions
Sequence
Organized Routine
Responsibility
Vocabulary
Consumership
(unit price, comparison, shopping, ads, labels, exchanging)
Awareness of family needs
Basic Needs
(food, clothing, shelter) (roles of family members)
Customs, Attitudes, Values, Mores
Safety and Health
Nutrition

Language Arts

Listening (Directions) - (trips) for information
Speaking - Oral Interview, Fluency
Reading - Job Applications
Writing - Job Applications
Thinking - Asking questions
Research skills for finding about different jobs
Poems, puzzles, riddles
Letter writing
Interviewing
Communication
Audio and Visual Equipment

Math

Interpreting the paycheck
Budgeting
Income Tax
Comparative prices
Punching time clocks
Organization/value of time
Banking, Checking, value of money, interest, savings, loans, stocks
Weights and measurements (Clothing sizes)
Developing a business
Insurance
Allowances

Music

Work Songs and Games
Famous Musicians
Instruments (Playing and Making)
Rhythm and Coordination
Listening for Sounds
Entertainment and Leisure Time
Universal Language
Creative Expression (Singing and Dancing)
Songs about Working and/or Workers

Physical Education

Large Muscle Coordination
Body Image
Special Relations
Tactile
Eye, Hand, Foot Coordination
Famous Athletes
Recreation and Leisure Time
Sportsmanship

Resource People

Skills Required
Amount of Training
Salary
Demands for certain jobs
Awareness of types of jobs
Work Environment
Equal Opportunity
Advancement
Advantages or Disadvantages
Need for different workers
Interrelatedness
Levels of jobs
Differentiate between jobs that produce Goods and Services

Science

Space exploration
Relationship of science to work
(Technology and concepts)
Availability of new jobs
Investigation process
Ecology
Experimentation

Social Studies

Environmental effects on type or work
Culture (Past, Present, and Future)
Family and Community Life Styles
Map Skills
Graphs
Minority Groups
Work interdependence
Leadership
Government (rules)
Economics
Sociological effect

Workshop Activities

Mechanical Ability
Organization Skills
Resource materials
Work Space
Knowledge of and use of tools and machinery
Instruction
Safety

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 1 Lesson # 1

Career Education Concept : All people can and should contribute their particular talents and capabilities to the world of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES (pg. 15) 1. Discussion- Place additional emphasis on picture on page 17, asking the question "Who else in the family or neighborhood can teach us?" 2. Investigation- Let the children take home sheets of drawing paper to trace around the hands of some adult (parent or others), and find out what work these hands do. Note: If a child seems uncertain about seeking "someone he knows" to let him draw around his hands, suggest that he trace some school worker's hands. Have each child tell about "his" worker and help him write or draw on the hands what these hands do. 3. Bulletin Board- Make a bulletin board or chart of "hands." Possible titles would be "Worker's Hands" or "Hands of Workers we Know."	

Level 2 Unit 1 Lesson # 2

Career Education Concept : All kinds of work are interdependent and benefit society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES (pg. 17) Expand idea of common needs. Have children: 1. RESEARCH food store ad of the newspaper; clip out items the child considers a need. This will demonstrate a variety of needs and will show that a need for one family is not a need for another; that families satisfy their needs in a variety of ways. Discuss how many workers are necessary to provide these needs. 2. INVESTIGATION - Have children cut up old catalogs. They are looking for pictures of needs and pictures of wants. The children begin to realize that what is a need for one person might be a want, (or luxury) for someone else.	

Level 2 Unit 1 Lesson # 3

Career Education Concept : Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART (pg. 19 t.e.) 1. COLLECTION OF MEDIA - Do a collage of workers and shellac it. (Be collecting other pictures of people working together for later use.) RESOURCE PEOPLE (pg. 19 t.e.) 1. INTERVIEW - Invite any parent or community person to come in to talk about his job in terms of our concept (above). Examples - state trooper, beautician, cook, farmer, nurse. Have him wear uniform and bring in "tools of his trade" to explain. Compare jobs parents have. "What do your parents do at their work would be a question to be discussed?" 2. SURVEY- Find local people who are from foreign countries and invite one to come in and tell what they taught their children. (Is this different from what our parents teach us?) Emphasize developing a wholesome attitude toward all workers.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 1 Lesson # 4

Career Education Concept : Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS (pg. 20) 1. DISCUSSION: "How will these habits which are learned now be used later when you go to work?" "If both your parents work, are there things you must do at home until they return at 5:30?" i.e. 1. change to play clothes 2. remain in the house 3. spend your leisure time wisely.	

Level 2 Unit 1 Lesson # 5

Career Education Concept : Attitudes and personality factors have an effect on work, performance and success.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

(pg. 22)

1. DISCUSSION: On this subject-there are habits in the working worlds which must be acceptable to everyone in the work group and there can be no deviations, i.e. acceptable clothing, being easy to get along with.

RESOURCE PEOPLE

(pg. 23)

1. INTERVIEWS: Children select several members of school staff; interview to find habits of work related to job. (Teacher must prepare interviews with possible answers, i.e. cleanliness, punctuality, co-operation, friendliness, etc.) Take picture of employee. Give them a copy later. See idea for interview card which child can fill out with help.

2. BULLETIN BOARD: Use interview cards and pictures under caption "What good habits do you have?"

3. TAPE RECORD: Child may record interview on tape and fill out card later with teacher's help. The interviews can be listened to at a later date.

4. AUTOGRAPH BOOK: Collect autographs of people interviewed. Continue for year. Also any visitors that come to the class to talk.

5. ROLE PLAY: Children read interview card and/or listen to tape and play the habits which have been discussed.

Level 2 Unit 1 Lesson # 5

Career Education Concept : Attitudes and personality factors have an effect on work, performance and success.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	INTERVIEW CARD Who- Where- When- Question-What good habits do you use in your work? 1. 2. Say "Thank You."	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 1 Lesson # 6

Career Education Concept : Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES 1. DISCUSSION- Point out that people need different skills for different jobs. Also, in different countries, children will learn different skills. 2. DEMONSTRATE or PANTOMIME- Demonstrate skills learned at home, associated with parent's vocation or hobby, i.e. sewing, repairs. 3. HOBBY SHOW- Have children bring in collections, pets, models, etc. to share. Point out that this hobby the child now has could be a part of his vocation later.	

Level 2 Unit 1 Lesson # 7

Career Education Concept : There are rules for all kinds of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

HOMEMAKING

(pg. 26)

1. CHART: Child keeps a chart of jobs done at home. Illustrate favorite job and one he likes least to do. Discuss safety factors involved, i.e. putting toys away, drying dishes, in case of broken dish - care in handling, mowing lawn, etc. Compare with workers who help to keep us safe i.e. doctors, policeman, fireman, crossing guard, principal, packager in supermarket.

MY JOBS AT HOME			
	Mon.	Tues.	
Dry Dishes			
Empty Trash			

2. INVESTIGATION: Children ask permission to perform a task at home. Child draws a picture of himself performing the task and dictates a short story about how his task performance helped other members of the family. Collect all stories and put in a class book.

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 1 Lesson # 8

Career Education Concepts: Attitudes and personality factors have an effect on work, performance and success.
All people can and should contribute their particular talents and capabilities to the world of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES 1. DISCUSSION - Emphasize that the habits you learn at home carry over into work. (In text, Alternative Experience #1.) 2. USING MEDIA - Have children watch television programs and be able to describe the jobs different people had to do. Don't let them tell the TV story, just the job being done.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 2 Lesson # 1

Career Education Concepts: Man's work affects his way of life.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES (pg. 37) 1. DISCUSSION: Emphasize the different work done by people in the day and at night; i.e. a nurse's duties are different in the day and night shift. A policeman's work is different. The school custodian's work varies. 2. ROLE PLAY: If a child has been in a hospital overnight, they can play the difference in duties i.e. washing, feeding, changing bed in day; medicine, quiet, and lights out at night. 3. Children can play policeman checking traffic writing tickets in day; at night cruising to check for robbery, accidents, and people who are lost.	

Level 2 Unit 2 Lesson # 2

Career Education Concept : Attitudes and personality factors have an effect on work, performance and success.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART 1. Children may draw combinations of clothing, tools which are funny, i.e. ballet dancer carrying a rake. HOMEMAKING 1. (pg. 39) Use dolls or paper dolls to dress for certain times. Play game of "Yes-No". If doll is wearing bridal gown ask, "Is Barbie dressed to babysit?" Show ball-player astronaut's helmet.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 2 Lesson # 3

Career Education Concept : All work has dignity and is worthwhile.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

(pg. 41)

1. RIDDLES- In reading books, many riddles can be found about different workers. You can also make them up.
Some examples of riddles you can use are:

I carry a heavy bag.
I walk down our street.
I come everyday except Sunday.
I come even in rain or snow.
Who am I? (mailman)

I wear a uniform.
My car has a loud siren.
I carry a gun.
I wear a badge.
I help people.
Who am I? (policeman)

I work on a boat.
I use a rod and reel.
I can eat what I catch.
Who am I? (fisherman)

I work in a school.
I read stories.
I write with chalk.
I like children
Who am I? (teacher)

I feed animals.
I clean cages.
I unlock doors in the zoo.
Who am I? (zookeeper)

Make a riddle book. Children will enjoy reading, adding to it, sharing with another class.

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 2 Lesson # 3

Career Education Concept : All work has dignity and is worthwhile.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	RESOURCE PEOPLE 1. INTERVIEW- use Alternative Experience #2. School nurse comes in and explains how her job helps us. SOCIAL STUDIES 1. DISSCUSSION - Expand on the idea: Who helps us keep our school clean? Neighborhood?	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 2 Lesson # 4

Career Education Concept : People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES 1. SURVEY - Using the Want Ads from the newspaper, compile a list of jobs advertised that would be for men and for women. Point out that this is mostly custom, and there is usually no real reason. The law should be made known, and children should realize that women are now doing many jobs that once only men did. Use the want ads-discuss why some jobs were advertised for men and some for women. See that children realize most jobs can be done by either sex. Make sure they realize there are male nurses, stewardesses. Also, female construction workers, flagmen, ministers.	

Level 2 Unit 2 Lesson # 5

Career Education Concept : There are rules for all kinds of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

(pg. 45)

1. POSTERS: Children make to display in library on care of books.

2. ART ACTIVITY: Make tools out of clay. Paint if desired. Label and use for a display.

LANGUAGE ARTS

1. PANTOMIME: The library incident in the lesson development lends itself; i.e. attitude of librarian when book is returned, next child in line who does not want a damaged book. Discuss work done by librarian, i.e. care of books, mending, putting away books on shelf, helping child to find books.

RESOURCE PEOPLE

1. INTERVIEW: The librarian on rules and right. Individual may come to class or a committee may go to the library. Write up on an interview card. See lesson 5 Unit 1.

SOCIAL STUDIES

1. LISTING- In addition to lists made by children for themselves, make one headed "THINGS PARENTS DO AT WORK"; i.e use tools,supplies, be pleasant, obey safety rules, be helpful, be friendly, be on time.

WORKSHOP ACTIVITIES

1. DEMONSTRATION: Children bring in a tool and show how to manipulate correctly.

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 2 Lesson # 6

Career Education Concept : There are rules for all kinds of work.

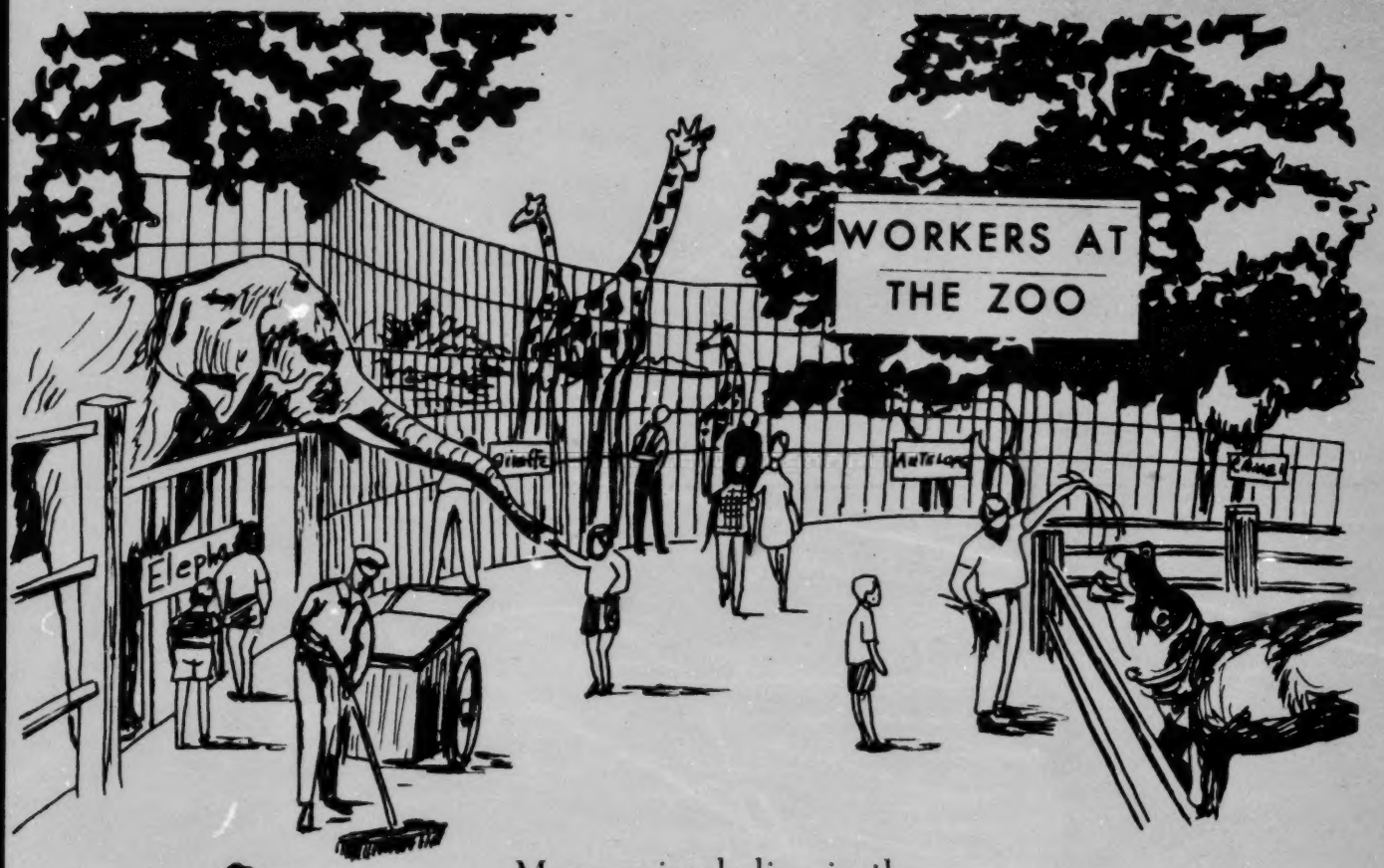
Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES 1. DISCUSSION - Insert into first question, Developing the Lesson the question "Who makes rules for work? Whose job is it to make rules?" Then discuss the rules their fathers and mothers would have to follow at work.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 2 Lesson # 7

Career Education Concept : Most kinds of work need some skill or training.

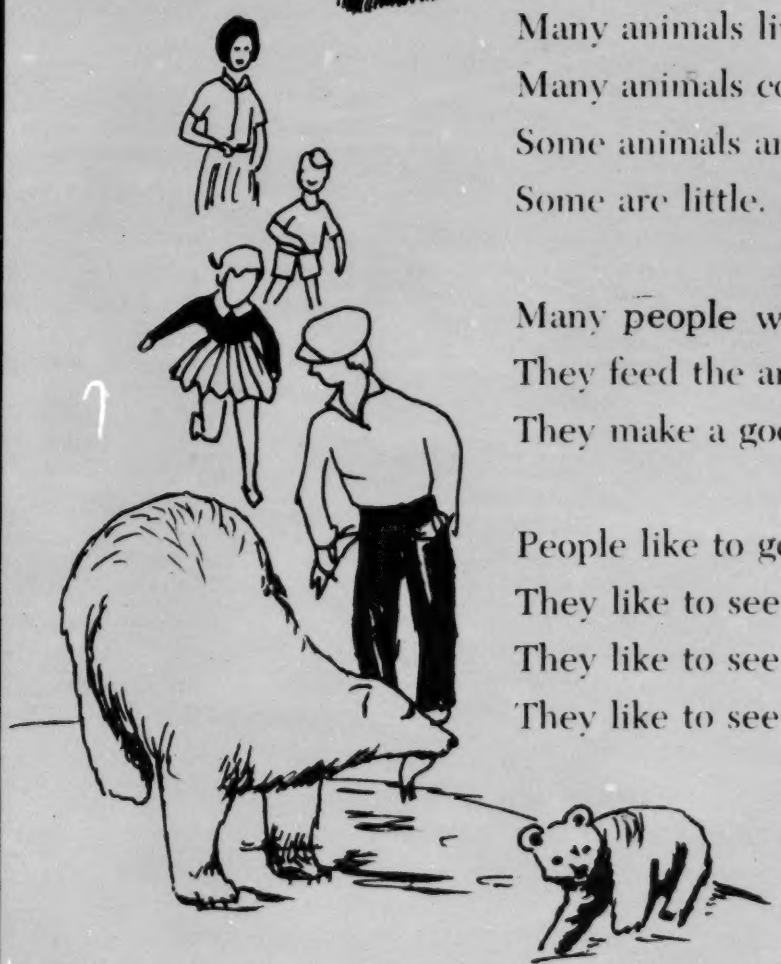
Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES (pg. 49) 1. ACTIVITY SHEETS: "What Does A Face Tell You?""You Can Say Things Without Words." 2. RESEARCH: Resource Center for pictures of babies, children or adults showing feelings. Children group themselves according to feeling shown in picture. 3. FILMSTRIP: "All Kinds of Feelings." from "Who Am I" Series - Kendle.	

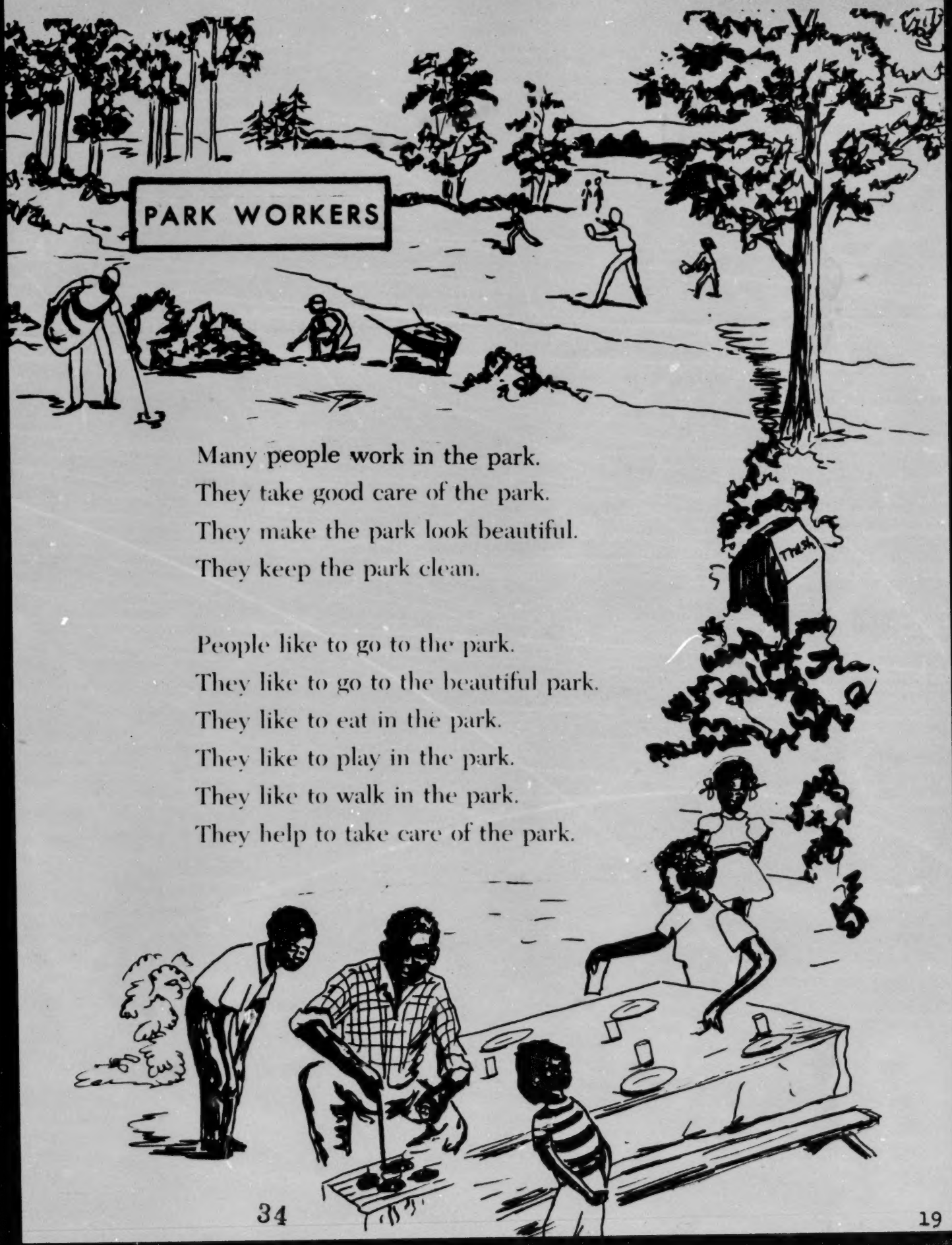


Many animals live in the zoo.
Many animals come from far away.
Some animals are big.
Some are little.

Many people work in the zoo.
They feed the animals.
They make a good home for the animals.

People like to go to the zoo.
They like to see the animals.
They like to see the animals eat.
They like to see the animals play.





Many people work in the park.
They take good care of the park.
They make the park look beautiful.
They keep the park clean.

People like to go to the park.
They like to go to the beautiful park.
They like to eat in the park.
They like to play in the park.
They like to walk in the park.
They help to take care of the park.

UNIT 2-3 WHAT KIND OF WORK COULD YOU DO HERE?

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 2 Lesson # 8

Career Education Concept : There are rules for all kinds of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES SURVEY: Children go home and check with parents who work to find out what rules they follow at work. Also find out why they follow these rules. Ask what would happen if these rules weren't followed? Bring in this information for use tommorrow. Also, find out what work the parents do and record it all on 3 x 5 cards in a file box for later use.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 2 Lesson # 9

Career Education Concept : Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS 1. COMPARE: Follow up on lesson 8. Use the information the children brought in to write comparison papers. One side would be on following rules, the other side would be on not following rules. Illustrate. SOCIAL STUDIES 1. FILMSTRIP: The Rules We Follow - see end of unit. 2. PANTOMIME - rule following. Have class play a game without any rules, school without rules.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 2 Lesson #

Career Education Concept : Filmstrips listed in Washington Couny Resource Center Handbook.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

Catalog page	Box	Film	Title
17	177	2065	The Rules We Follow
			All Kinds of Feelings

from "Who Am I" set by Kendle

Level 2 Unit 3 Lesson # 1

Career Education Concept : All work has dignity and is worthwhile.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

(pg. 61)

1. COLLECTION OF MEDIA - From earlier pictures collected, or new ones, add a third picture to the two in the book, (on page 60) showing men and/or women working in a group.

SOCIAL STUDIES

1. GAME- Play the hat game. There can be many variations. One would be drawing hats and matching them with people who have those occupations i.e. fireman and hat, nurse and cap.

2. CENTER- Hat matches up to words or the word matches up with yarn and only fits to the correct hat.

3. STORY- "The Seven Little Piffles" - p. 190. "Around the Corner" Ginn Basic Reader 202 contains many ideas for using hats.

Level 2 Unit 3 Lesson # 2

Career Education Concept : Attitudes and personality factors have an effect on work, performance, and success.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES (pg. 63) 1. COMPARE- Compare magazine (or other) pictures of men and women at work and socializing. Ask question, "Are these people in a play group or work group? Why? Emphasize attitudes (on pg. 63 (t.e.) at the bottom) a group of people accomplish tasks one person couldn't do. Refer to a time when the group did a project easier than one person could.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 3 Lesson # 3

Career Education Concept : All kinds of work are interdependent and benefit society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART (pg. 65) 1. Begin a "movie" of work groups to which mothers and fathers belong. These should show group interaction; how members of group co-operate. Work on rolls of brown paper. See attached instruction sheet for details. MUSIC 1. SONGS-See "Making Music Your Own" for "The Carpenter," "The Cook" and other usable songs will be found. SOCIAL STUDIES 1. FILMSTRIP - The baker, the fireman, the postal worker all show interaction and co-operation. 2. PICTURES- SVE sets titled "Supermarket Helpers," "Hospital Helpers".	

Level 2 Unit 3 Lesson # 4

Career Education Concepts: All kinds of work are interdependent and benefit society.
Attitudes and personality factors have an effect on work, performance, and success.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES (pg. 67) 1. DISCUSSION - Emphasize work being done in the picture on page 51 in the pupil's book by the scientists. Attitude-working together compatibility. 2. FILM- In a film (or pictures) ask "Are these people working cooperatively to achieve their goal? Our Family Works Together - film Co-op Living-Work of Fathers - film Men Who Build Our Houses - film See last page in unit.	

Level 2 Unit 3 Lesson # 5

Career Education Concepts: People need to work to preserve and advance society.
All kinds of work are interdependent and benefit society.
All work has dignity and is worthwhile.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES (pg. 68) DISCUSSION - Discuss with children the fact that specific work groups have different purposes, but they work together toward the same goal-to preserve and advance society. Examples are groups of nurses, teachers, clerks in a store. Children take their parents jobs and tell about them i.e. (Mack Truck - work on assembly line) etc. Use the information that children gathered previously about parents jobs. This should be on 3 x 5 cards or on a sheet. All this could be used again at the end of the year for a parents' meeting.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 3 Lesson # 6

Career Education Concepts: All kinds of work are interdependent and benefit society. Most kinds of work need some skill or training. All people can and should contribute their particular talents and capabilities to the world of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

(pg. 70)

1. ROLE PLAY - Children make up a story about how people help each other, i.e.; the shoemaker not having shoes ready on the day you're going to a party.

RESOURCE PEOPLE

(pg. 70)

BULLETIN BOARD- Recall the people in our school on whom we depend. Use interview cards if children have forgotten, or listen to taped interviews to refresh their minds. Use yarn or colored paper for arrows indicating dependence; i.e.

Principal — Custodian — secretary, cafeteria worker, resource teacher, teacher, nurse, food delivery man, our class.

Use photographs instead of words. Children tell how each one depends on the other for service. Photograph when completed for scrapbook. Caption- "We Depend Upon Each Other".

Level 2 Unit 3 Lesson # 7

Career Education Concept : All kinds of work are interdependent and benefit society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	RESOURCE PEOPLE (pg. 72) 1. FIELD TRIP- Take a field trip to a garage or factory where they would show how people work together to get a job done quickly and more efficiently. Do Alternative Experiences #4-(p.73 t.e.) Add parts to build something, even on the chalkboard. Talk about assembly line production of cars. SOCIAL STUDIES 1. COLLECTION OF MEDIA- Be sure to have a magazine picture collection going for use all during the year on workers, jobs, city and country pictures.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 3 Lesson # 8

Career Education Concept : Attitudes and personality factors have an effect on work, performances and success.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART (pg. 74) 1. RESEARCH - uniforms used by these groups. DRAW dance costumes. Bring in bowling shoes. Dress paper dolls for various activities in groups. SOCIAL STUDIES 1. Expand the idea of groups to include those that family members belong to. Children may need to ask parents for this information. 2. LIST- these groups. Also include groups formed for recreation or business interests, i.e. square dance, union meeting, PTA, Sunday school class, bowling. 3. CENTER- Play game-matching parts of a picture showing uniforms.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 3 Lesson # 9

Career Education Concepts: All work has dignity and is worthwhile. All work involves the production of either goods or services. Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART (pg. 77) 1. DISCUSSION- Discuss tools needed for jobs. Groups of children can choose a job they saw in the school and draw pictures of tools of each worker.	
	RESOURCE PEOPLE (pg. 77) 1. WALKING- Use exploration walk to look around the school. Look for tools used. Look in the custodian's closets, the secretary's office, the cafeteria worker's area, the boiler room.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 3 Lesson # 1C

Career Education Concepts:

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	Page 78 in the student's book is sufficient as it is. The suggestions are quite usable.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 3 Lesson # 11

Career Education Concepts: Man's work affects his way of life.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES (pg. 81) DISCUSSION: Incorporate following questions to enlarge children's idea of when certain groups work: What if no one wanted to work at night? (baker, night cleaner, milkman) What if no one wanted to work in hot places? (boiler room, underground) What if no one wanted to work lifting heavy things? (delivery man, mover, stock boy) What if no one wanted to work with other people? (supermarket, laundry) LISTING: occupations or jobs which would not get done if the above were true. How do we depend on these jobs?	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 3 Lesson #

Career Education Concept : Films from handbook of Washington County Resource Center.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

SOCIAL STUDIES

Catalog page	Box	Film	Title
34		167	Our Family Works Together
9		239	Coop. Living-Work of Father
12	29	702	Men Who Build Our Houses

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit Before you go on. Lesson # 1

Career Education Concept : All people can and should contribute their particular talents and capabilities to the world of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

1. Help children compose a Want Ad for themself using the skills they know. Their Want Ad Job Applications can be put on a bulletin board or in a class newspaper.

SOCIAL STUDIES

1. Have the children make a list of "Things I Know How to Do". Put them on a 3 x 5 card, one for each child. See sample below:

   Name: John Smith Age: 7

   I know how to:

   cut grass
   play a recorder
   walk the dog
   draw
   read well
   pitch
   swim
   sing

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit Before you go on. Lesson # 2

Career Education Concept : p. 87 (t.e.)
All people can and should contribute their particular talents and capabilities to the world of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART 1. Add to question no. 3, "Draw or tell about your mother and father's work. 2. Suggest photographs be brought in of the father and mother at their place of work, or in their uniform if they wear one at work. 3. Make own family paperdolls out of thin cardboard. Design several uniforms for mother and father doll. Make some they might like to see parent wearing.	

Level 2 Unit Before you go on. Lesson # 3
pg. 88 (t.e.)

Career Education Concept: All kinds of work are interdependent and benefit society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES 1. SURVEY AND LISTING: Emphasize that two pictures of the family group should be drawn-one of the family at work and one of the family at play. Discuss pictures. 2. LIST: work roles done by members of the family.	

Level 2 Unit 4 Lesson # 1

Career Education Concept : People need to work to preserve and advance society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART (pg. 95) 1. Draw the astronauts working on the moon, collecting rocks, recording activities, communicating findings, riding the dune buggy. 2. STICK PUPPETS: Draw astronauts, cut out and mount on sticks. Place the work done against a background of the moon surface. Children develop conversation to use as work is done. SOCIAL STUDIES 1. DISCUSSION: In addition to talking about space probing to the moon introduce word, explore as work done by many men. 2. PICTURES: Use collection of pictures on moon probes to emphasize region in which work is done and various habits needed by an explorer; i.e. carefulness, alertness. WORKSHOP ACTIVITIES 1. SIMULATION: Build a space capsule using packing cases. Include a panel, hatch, etc. to use in developing habits needed by worker as well as showing explorers working in groups. Build a dune buggy for riding over simulated moon surface. Use to develop team work reporting rocks, hills, craters.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 4 Lesson # 2

Career Education Concept : All people should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS 1. STORY: Read a story about buried treasure in which a map is followed to find it. "The Hollyberrys at the Shore" p. 222 "Around the Corner" - Ginn Basic Reader 2-2. 2. GAME: Make a pirate map for children to follow either in classroom or playground. Include simple directions. Use north, east, south, west and have a buried treasure. Example: Go four steps east from arrow to water. Turn right. Walk nine steps to hidden message at door. SOCIAL STUDIES (pg. 97) 1. DISCUSSION: In addition to ways in which explorers and map makers help us, expand the idea of the work done by these people. What habits would be needed by an explorer i.e. imagination, independent thinking; map maker i.e. accuracy, attention to detail? Expand,also,ways in which these people work in groups, i.e. astronauts on moon, team of map makers.	

Level 2 Unit 4 Lesson # 3

Career Education Concept : Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES (pg. 98) 1. Filmstrip - Use the filmstrip Catalog pg. 12 Box 38 Film 763 titled "Let's Read Our Maps"	

Level 2 Unit 4 Lesson # 4

Career Education Concept : Man's work affects his way of life.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES (pg. 100) DISCOVERY- Set out pictures of people in different countries. Silver-Burdett Co. has sets of pictures that are large and can be used very well. Look for work that is done in the different countries, discuss how it compares to work done in the United States and/or work done by their parents. If pictures are not available, substitute a filmstrip of any country.	

Level 2 Unit 4 Lesson # 5

Career Education Concept : Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS (pg. 103) ROLE PLAY: 1. A truck driver using a road map to deliver the globe to the school. 2. An airplane pilot talking to the tower after studying an aerial map to reach Hagerstown Airport. 3. A bus driver taking school children to Antietam Battlefield reading a map discussing best way to go with the teacher. 4. Others children may suggest.	

Level 2 Unit 4 Lesson # 6

Career Education Concept : Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES (pg. 105) Expand ways of travel to include worker responsible for helping in the transportation. Use any of following: 1. CENTER: Set up a poster showing ways to travel i.e. train, car, bus, plane, boat, truck, in one column and pictures, cut-outs of the operator, i.e. train engineer, pilot, truck driver, father, mother, in another. 2. MATCH: Pictures of means of transportation and operators are available from magazines, i.e. Instructor and from games, i.e. Playskool, Lotto. Or the same matching game may be used as an activity sheet 3. ACTIVITY SHEET: Small pictures are available from reading workbooks. 4. LISTENING: Tape a short story about a worker involved in transportation. Have children listen; and identify. Example: It was dark when I got up this morning. My job is to drive to Baltimore each day to buy fruit and vegetables at the dock. I put these in the refrigerator in the truck and drive back to the supermarket in Hagerstown. Who am I? 5. SCRAPBOOK: Encourage children to watch newspapers and magazines for pictures of people involved in transportation. Paste in book. If done on loose leaf, could then be grouped and regrouped according to later needs.	

Level 2 Unit 4 Lesson # 7

Career Education Concept : Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

RESOURCE PEOPLE

(pg. 107)

1. VISITATION: Take a walking tour (short) to see what is happening near school i.e. walk to a farm, watch a house being built, inspect fireplace, shopping center or industrial area. Note work being done and people who perform it. On return draw a map of area visited. May take several days. Write an experience story to recall events, directions, people, or write it in a diary form if another trip is planned for a different season of the year. Make a progress report of something being constructed.

2. DISCUSSION: Have children compare their trip to one taken by family to a different area- McDonald's, Two Guys.

SOCIAL STUDIES

1. LISTING: Expand discussion of geographic features found around the world and place emphasis on how people use the resources to include the workers involved in each area, i.e. mountains would involve people who run campsites, loggers, trappers, rivers and oceans would include fishermen, workers at a dam site, manufacture of electricity.

2. FILMSTRIPS:

Catalog page	Box	Film	Title
23		112	New England Fisherman
36	40	769	On Sandy Shore
36	40	770	In the Mountains

Level 2 Unit 5 Lesson # 1

Career Education Concept : All people can and should contribute their particular talents and capabilities to the world of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

SOCIAL STUDIES

1. DISCUSSION- Point out and discuss the fact that there are different characteristics for different jobs. All people are essentially alike, but we have different physical characteristics. Some physical characteristics a person has may make him/her more suitable for a certain occupation.

2. CHART- Make a chart showing different occupations and let the children suggest various qualifications and restrictions for various jobs. A suggested beginning is on the separate sheet following this page.

3. COMPARING- Another point to be brought out is comparing grandparents' job (if they know what it was)with their own father's and mother's jobs. Also, will the child be doing in the future the job his/her parents do now? How does he see himself?

Accompanies Unit 5 - Lesson 1

JOB	(Qualifications) WHO COULD DO THIS?	(Restrictions) WHO COULD NOT DO THIS?
construction worker	strong, grown-up man, healthy	
model	pretty, tall, thin	
telephone operator	good hearing, good grammar	
truck driver	doesn't mind sitting still for a long time, likes to drive, good driver, good eyesight and hearing, calm manner	
	this chart can be continued indefinitely and can be incorporated into a bulletin board or display.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 5 Lesson # 2

Career Education Concepts: All people can and should contribute their particular talents and capabilities to the world of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART 1. Make a Thumb Print Picture. Using a stamp pad, have each child make a thumb print on a 3 x 5 card. Design a person or animal around the print. Children examine all other prints to find like ones. SOCIAL STUDIES 1. FILMSTRIP: "The Joy of Being You" from set "Who Am I" by Kendle.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 5 Lesson # 3

Career Education Concept: Man's work affects his way of life.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

SOCIAL STUDIES

1. GAME- Play the game "10 Questions" - A modified version of "20 Questions" for second graders.

   Children would be given (probably day ahead) An Occupation. It could be the child's parent's job, or one which he/she could easily relate to and find information about.

   Some possible questions for the children to ask, which would require a yes or no answer are:

   1. Do you work indoors?
   2. Do you work outdoors? (2nd graders would have to ask this also)
   3. Do you sit a lot in your work?
   4. Do you talk a lot in your work?
   5. Do you work only in the daytime?
   6. Do you use special tools?
   7. Do you wear a uniform?
   8. Do you work even in bad weather?
   9. Do you have to be careful of safety rules?
   10. Do you work with other people?

   Any questions the teacher might decide on could be used by all children as a guide.

Level 2 Unit 5 Lesson # 4

Career Education Concept : Environmental and cultural factors determine the kind of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES 1. DISCUSSION- Discuss work customs in America in comparison with work customs in other countries. One good point for discussion would be the Mexican siesta. The siesta comes in the middle of the work day when the sun is the hottest. Everyone takes a siesta, or nap, at the same time. Workers in America take a coffeebreak at different times during the day. It is not because of heat, but to relieve the tension of working hard for long periods of time. At school, children take a rest by getting a drink or having a short play period. A lengthy, detailed study of a country, i.e. Mexico could be done. This would serve as a comparison in many areas. It could be used as a program for the parent's visit.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 5 Lesson # 5

Career Education Concept : Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. COLLECTION OF MEDIA- Have children look for pictures of people in different countries. Famous art work by artists could be used. They can be borrowed from the Resource Center at the Board of Education or the Washington County Free Library.

2. DISCUSSION AND COMPARISON- In viewing the pictures the children have found (or you have supplied), ask children to look for things that are not in their own environment.

LANGUAGE ARTS

1. LIST- They could make a list of things they can do that other people might not be able to do. (i.e.: sledding, eating certain foods, having school outdoors or indoors)

Level 2 Unit 5 Lesson # 6

Career Education Concept : All kinds of work are interdependent and benefit society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART 1. Emphasize Alternative Experience #1. Have the children paint a mural depicting different parts of the environment they live in; have them divide their mural into their home, play, and work (probably school) environments. 2. A correlating mural may be painted, if the teacher would divide the group into two parts. This mural would be the same 3 parts, but in a different country, such as Japan-using Hiroshi's family and their cultural traits.	

Level 2 Unit 5 Lesson # 7

Career Education Concept: Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

SOCIAL STUDIES

1. FILM- Get a filmstrip or movie of people in different environments. Use the film as a basis for a discussion on how their work habits would be affected by their environment. Also, children continue to be aware that physical features vary in contrasting environments. Suggestions include:

Washington County Resource Center

Catalog Page	Box	Filmstrip	Title
36	40	769	On the Sandy Shore
36	40	770	In the Mountains
23		112	New England Fisherman

Note: Have children bring in baseball cards for next lesson.

Level 2 Unit 5 Lesson # 8

Career Education Concept : Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	PHYSICAL EDUCATION Combine with idea below. Children pretend throwing ball; catching, running bases. Also may play game with soft ball. SOCIAL STUDIES PANEL AND SURVEY Children have brought in baseball cards. Have them choose a favorite player. Tack favorite players on bulletin board. Let them group themselves according to the positions their favorite players hold. There would be a group of pitchers, catchers, first basemen, etc. Ask the groups each one question to discuss among themselves and come up with an answer. For example, for the first base group, ask "What is the best place to stand to be sure to get the runner out?" After groups have discussion time among themselves, have a reporting session. Stress teamwork attitudes, and that this is a career for many people.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 5 Lesson # 9

Career Education Concepts: Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS (pg. 131) 1. STORY- Make up a silly story to read to children i.e. beautician reported for work at garage and garageman checked at the Food Center for new tires. Class will pick out mistakes and retell story correctly. Use FLANNEL BOARD and pictures of Community Helpers to tell story. Children replace the pictures.	

Level 2 Unit 5 Lesson # 10

Career Education Concepts: Man's work affects his way of life.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS ROLE PLAY- Contrast the two city life and country life in a role play of jobs done in both places. WORKSHOP ACTIVITIES PEEP BOXES- Assemble materials for peep boxes: shoe boxes, crayons, paper, magazine cut outs, paint. Have two or three children work on each peep box or the class can make two as a class project. One peep box would be a city scene, placing all family members at a certain place and work that is done in the city. The other peep box would be life in the country, showing the work done in the country.	

Level 2 Unit 6 Lesson # 1

Career Education Concept : People work for rewards and satisfaction.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

(pg. 141)

1. PANTOMIME: Have children show ways they might earn money around the house or in the neighborhood as suggested in Alternative Experiences.

2. Read an appropriate story from a reading book.

MATHEMATICS

Plan prices for merchandise to be sold. Arrange for toy money to make change.

SOCIAL STUDIES

Film:

Catalog page	Film	Title
142	67	The Food Store
9	205	Food for the Big City

Many others listed in,
Washington County Resource Center Catalog.

WORKSHOP ACTIVITIES

1. ROLE PLAY: Begin building a store, gathering materials needed, plan how it will be used. Decide who will operate the store, merchandise to be sold. The kind of store is unimportant. Be flexible according to children's wishes.

Level 2 Unit 6 Lesson # 2

Career Education Concept : All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

Following all pertain to store begun in preceding lesson.

ART

(pg. 143)

1. CRAFTS: Children begin to think about and make articles for sale, i.e. woven mats, paper puzzles, painted rocks, paper dolls, strings of sunflower seeds or beads, paper airplanes, books, (handwritten) original art work, seedlings, medallions from soft wood on a string.

2. POSTER: Make to advertise items and place in store. Illustrate if words are difficult to spell.

LANGUAGE ARTS

CREATIVE WRITING: Teacher will collect ads from newspaper to use for a model. Children write an ad for their item and post on bulletin board. Either set a price or use barter system.

RESOURCE PEOPLE

You may invite a parent or person who works in a store to answer children's question. Children will decide what job they would like.

SOCIAL STUDIES

1. RESEARCH: Children use own knowledge of a store to decide personnel needed. They investigate what each person does in his/her job.

2. TAPE RECORD: Children give reasons why they would be good at their job. Class will listen to playback and vote. Jobs will change often.

Level 2 Unit 6 Lesson # 2

Career Education Concept : All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	3. (pg. 143) FLANNEL BOARD: Develop idea of barter system using story of early settlers and Indians. Children look in newspaper for examples of "trade-ins", i.e. refrigerator, car, Whose job is it to perform this service?	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 6 Lesson # 3

Career Education Concept : All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

MATHEMATICS

(pg. 145)

1. Toy money and a money box or a toy cash register will be used in the store.

2. SURVEY- Have a variety of candy bars The children wouldn't have to really buy them, but you could take a survey to see who would buy which candy bar. This would show that not all people like the same thing.

3. GRAPH- Class should make a graph and put it on display for parents' night. This would show the popularity of different candy bars.

4. ROLE PLAY- If children's experience and interest warrants, investigate the bank, Make a bank, choose workers and jobs done. Use play money to deposit and withdraw. Make a bank book. Show activities between store and bank.

SOCIAL STUDIES

DISPLAY- Play store today. Set up the store that has been built earlier as a grocery store. Teacher collects empty cans and boxes, for one week, so children don't bring in dangerous lids.

Level 2 Unit 6 Lesson # 4

Career Education Concept : All people can and should contribute their particular talents and capabilities to the world of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART (pg. 146-147) Use posters to decorate store. MATHEMATICS 1. GAME: Have children gather all articles they have made for sale in the store. Use posters to decorate store. Have child set own price in agreement with store manager. 2. ROLE PLAY: Parent divides the income among the children. Have several families. Children make purchases, considering needs and wants. SOCIAL STUDIES 1. FAMILY BOOK: Add a page showing needs and wants. This can be done using pictures (from catalogs) or drawings.	

Level 2 Unit 6 Lesson # 5

Career Education Concept : Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

HOMEMAKING ACTIVITIES

(pg. 149 t.e.)

1. COOKING- Today we'll cook using one of two recipes. The possibilities are: Peanut Butter Logs, Chocolate Peanut Bars and Cocoa Krispies Balls. The recipes will be on a separate sheet, attached to this one.

You will want to stress:
- -The importance of getting correct instructions.
- -The importance of following directions.
- -Skills needed to do the job (measuring, etc.)
- -The idea that all jobs will be necessary and will be integrated to get the whole job done.
- -Does everyone like to do the same thing?
- -Do people try to do the things they like?

MATHEMATICS

They can then sell the candy at the store. Candy can be "sold" later in the day or the next day. The alternative experience is good to use a montage of workers.

Peanut Butter Logs
(A homemade candy you don't have to cook)

Ingredients
- 1 cup chunk-style peanut butter
- 2 tablespoons butter or margarine
- 1¼ cups sifted confectioner's sugar
- 3 cups crisp rice cereal
- chopped peanuts

Procedure

In mixing bowl, blend together peanut butter and butter or magarine; stir in confectioner's sugar. Add cereal, mixing well, crushing slightly. Shape into three logs, 7 x 1¼ inches. Pat peanuts over logs. Wrap in foil or clear plastic wrap; Chill. Slice ½ in. thick. Makes 1 pound.

Chocolate-Peanut Bars
(Chewy and crisp at the same time. Tastes almost like a candy bar.)

Ingredients
- ½ cup light corn syrup
- ¼ cup brown sugar
- Dash of salt
- 1 cup peanut butter
- 1 teaspoon vanilla
- 2 cups crisp rice cereal
- 1 cup corn flakes, crushed
- 1 six-ounce pkg.(1 cup) semi-sweet chocolate pieces.

Procedure

Combine syrup, sugar, and salt in saucepan; bring to a full boil. Stir in peanut butter. Remove from heat. Stir in vanilla, cereals, and chocolate pieces. Press into buttered 9 x 9 x 2 inch pan. Chill about 1 hr. Cut into small bars or squares. (For easy serving, store in refrigerator.) Makes about two dozen.

Cocoa Krispies Balls-no-cooking recipe makes about 36 balls

Utensils
- large bowl
- measuring cup
- mixing spoon
- cookie sheet
- measuring spoons

Ingredients
- 1 cup sifted confectioners sugar
- ½ cup light corn syrup
- ½ cup peanut butter
- 2 cups Kellogg's Cocoa Krispies cereal
- Some extra cereal or coconut or sugar

Procedure

1. Measure sugar into bowl. Add corn syrup and peanut butter. Mix until well blended.
2. Add Cocoa Krispies cereal. Mix until well coated.
3. Using CLEAN hands, shape mixture firmly into balls about the size of a quarter. Roll balls to coat in the extra slightly crushed cereal, sugar, or coconut.
4. Set in a cool place until firm.

Level 2 Unit 6 Lesson # 5

Career Education Concepts:

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

HOMEMAKING ACTIVITIES

(pg. 149)

1. FLANNEL BOARD CENTER: Putting recipe directions in order. Place steps of recipe on sentence stripping. Put on flannel board. When finished, children use self-check in pocket on back.

   1. Mix peanut butter, butter.
   2. Stir in sugar.
   3. Add cereal
   4. Shape
   5. Roll in peanuts
   6. Wrap in foil
   7. Chill
   8. Slice

MATHEMATICS

1. CENTER: Locate center at the sink to use water in measuring. Provide following-halfcup, cup, pint, quart. Use these instructions and have child record answers. Another child may oversee the measuring.

   1. Measure 1/2 cup.
   2. How many 1/2 cups = 1 cup?
   3. How many cups = 1 pint?
   4. How many cups = 1 quart?

Level 2 Unit 6 Lesson # 6

Career Education Concept : People work for rewards and satisfaction.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	HOMEMAKING ACTIVITIES (pg. 151) SEWING: Girls make dresses for dolls instead of buying from a store. Stuffed dolls could be made and dresse also. Boys make patches for shirts and sew on. Use colored felt or cotton cloth. Choose a pattern, i.e. peace symbol, wheels, baseball team name, symbol. put on material with magic marker. SOCIAL STUDIES GUESSING BOX: Place following tools in a covered box: hammer, flashlight, paint brush, wooden spoon, spatula, thread, trowel, work glove. Without looking in box, children feel tool and name the worker who needs it, i.e. carpenter uses the hammer.	

Level 2 Unit 6 Lesson # 7

Career Education Concept : All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Change
	SOCIAL STUDIES 1. FILMSTRIP: To show the progression (steps) of an article, i.e. can of corn, from the place it was made to the person who bought it at the store, find a filmstrip. In the Community Helper Series there should be a film on the baker or milkman detailing how the product was made, and each step up until it reached the buyer. 2. BOOK: There are many books in your library showing these steps. 3. PANTOMIME: Have children act out the various jobs of the people "Along the Way."	

Level 2 Unit 6 Lesson # 8

Career Education Concept : People need to work to preserve and advance society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

SOCIAL STUDIES

REALITY EXPERIENCE: Each child should be able to see himself as a valuable asset to the school. The children should be allowed to think overnight about a job he he/she could do to make the school nicer or to keep it as pleasant as it is. The child, on his/her own, is to pick a job he could do, and do it for one week. Some suggested jobs are: water flowers, hold doors, clean erasers, boards, stack books, police the yard.

An alternative would be for the teacher to have 30 slips of paper, each having a job description of a school task. It may be as simple as holding the door for the class. The children choose one to perform for a day. These jobs can be switched everyday until all have tried every job.

SEQUENCE: Make a job description for each classroom task the children will be working on. Have 3 steps for each one. The children must be able to put them in the correct order. For example, the board washer:

(put in order)
wet the sponge,
erase the boards,
wash the boards.

These job descriptions should be put on sentence strips of heavy paper.

Level 2 Unit 6 Lesson # 9

Career Education Concept : People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

SOCIAL STUDIES

(pg. 157)

1. RESEARCH: Children investigate kinds of money used in various countries in encyclopedias and/or library, include wampum and shell beads used by Indians. Have them bring in any foreign coins they might have at home. Make a DISPLAY. Play a GAME matching name of country with money used. Provide a selfcheck.

2. COLLECTION OF GOODS: from foreign countries children report at a SHOW AND TELL on the item, its' use, how made, price. Dolls would be an excellent source of information may show a costume on dolls used for a special event.

3. EXPAND THE POINT: materials needed by a worker by using the following:

4. PROBLEM BOX: Place words in a box having to do with materials, i.e. stone, water, seeds, medicine, earth. Children remove one word and match with a picture of worker, i.e. gardener with earth, water, seeds; doctor with medicine, road-worker with stone. Provide self-check by placing all correct words on back of picture.

5. FLANNEL BOARD: used for a center following same procedure.

Level 2 Unit 6 Lesson # 10

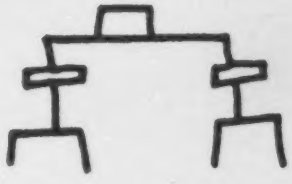
Career Education Concepts: All kinds of work are interdependent and benefit society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

SOCIAL STUDIES

LISTING

Children should give thought to all the people whose jobs have, in some way, influenced their lives that day. The teacher should write suggestions children give, on the board. Some will be very simple, like their parents and teachers. Others will be very involved, like the person who makes their toothbrushes, the people who work at the water plant. After a long list has been made and all children have been involved, have the children illustrate the workers and make a class project bullentin board. If could be shaped like a "family tree."



Level 2 Unit 6 Lesson # 11

Career Education Concept : All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

SOCIAL STUDIES

Center- A center on services the child can perform for himself as compared to services he must have someone perform for him.

Explanation of center.

1. have a toothache
2. lost key to house
3. bicycle tire blows out
4. have a bad fever
5. shoe has hole
6. pen will not write

} problems to be solved

1. Child picks a problem out of pocket.
2. Child decides if he/she can or can not solve it himself/herself.
3. If so, it goes into the "I can do it" pocket.
4. If not, it goes into the "I can not do it" pocket.
5. Next, a plain sheet of paper is taken from the "Paper for your Answers" pocket.
6. On this paper, number to six and write the answers to the six problems on the paper, looking at the words on the front of the chart.
7. Child puts his name on paper and hands it to the teacher.

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 6 Lesson # 12

Career Education Concept : Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

RESOURCE PEOPLE

(pg. 162)
RESOURCE PERSON AND/OR RESOURCE MATERIAL from India, (or any other foreign country) to show that things we take for granted or do not use are necessities to other people.

SOCIAL STUDIES

FILMSTRIP:

Catalog page	Film	Title
20	813	The Hindu Family
9	8	India: Land and People

from Washington County Resource Center.

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 6 Lesson # 13

Career Education Concept : People work for rewards and satisfaction.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

MATHEMATICS

(pg. 165)
Determine salary for each job in store and bank. Discuss importance of salary in terms of work done.

SOCIAL STUDIES

1. SIMULATION
Set up a community in the classroom using the store already there. Have a bank, stressing the attitude toward saving and making change. Also have a restaurant, placing emphasis not only on the money being spent, but on decision-making, courtesy toward restaurant workers, and manners they would need. The decision to buy, the children would learn, is based on wants and needs.

After children are selected to be bank workers, store workers, and restaurant workers the ones left over are family members, who will be the decision-makers as to what is to be bought and who will go where.

2. Alternative Experience no. 2 is a good follow-up activity. The children gather a collection of different ways of saving money. Then make a display of what is brought in i.e.: piggy banks of all kinds, cash register, banks, handkerchief, purse, shoe box.

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 7 Lesson # 1

Career Education Concept: People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

(pg. 173)

1. RESEARCH: Look through papers, magazines, catalogs for pictures of articles made from wood (logs). Make a poster or collage.

2. ART WORK: Expand the Alternative Experience on textiles. Children draw designs for cloth and cut out dress, shirt, apron for paper dolls. Dress dolls. Have fashion show.

SOCIAL STUDIES

1. FILMSTRIP: One which shows danger of logging. Compare with other work which may be more or less dangerous. How do workers protect themselves (i.e.hard hats on logger)?

2. LIST: Children list work and decide whether it is dangerous or not i.e. cook, mountain climber, secretary, police, teacher.

3. FEELING BOX: Include several pieces of fabric. Children feel without looking; determine what might be made from material.

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 7 Lesson # 2

Career Education Concept : People work for rewards and satisfactions.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS (pg. 175) 1. DIARY: Keep a diary. Emphasize habits, tools needed, the importance of working together, and the satisfaction of seeing the results of their work. SCIENCE 1. LABORATORY: Using the picture on pg. 128 of children's book, set up a garden, having a waterer, gardener, an assistant, (all children have a chance.) SOCIAL STUDIES STORE: Play store when the plants have grown and sell the plants.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 7 Lesson # 3

Career Education Concept : All people can and should contribute their particular talent and capabilities to the world of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART (pg. 176) 1. MOBILE: Child can make; having a picture or drawing of a worker who produces a product from which comes by-products, i.e. logger to wood to furniture, paper, pencils, Hang.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 7 Lesson # 4

Career Education Concept : All work involves the production of goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES (pg. 179) 1. COLLECTION: Children bring in toys (metal) i.e. tractor, fire engine, baseball bats (wood) mitts (leather). Demonstrate use. Discuss source and workers involved. 2. ACTIVITY SHEETS: Use as desired to reinforce matching words belonging to jobs.	

Activity Sheet

Find all the things a janitor uses to clean. Write on lines below.

water	dish	soap	broom	comb
glue	mop	book	pan	paper
sponge	cloth	polish	glass cleaner	brush

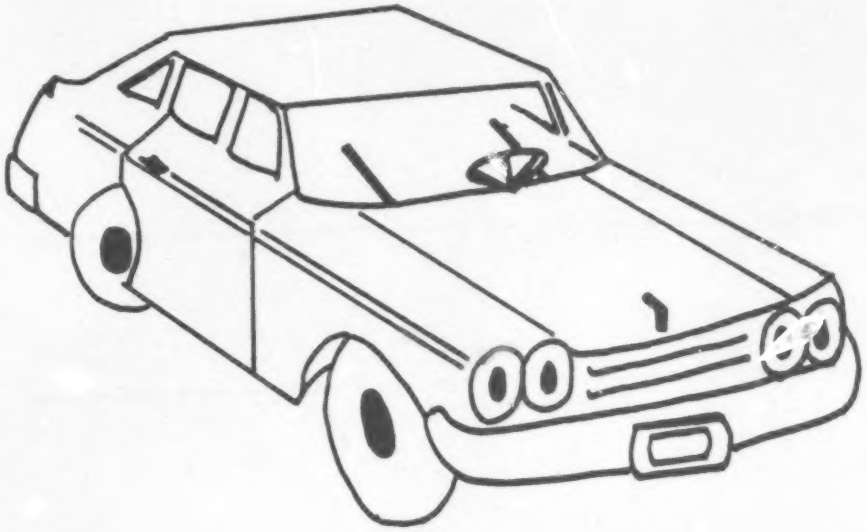
_____ _____ _____

_____ _____ _____

_____ _____ _____

_____

Here are some names for parts of a car. Put the number for each part on the drawing of the car. tire - 1 door - 2 roof - 8 hub cap - 3 steering wheel - 4 bumper - 10 windshield wiper - 5 trunk - 6 lights - 9 license plate - 7



CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 7 Lesson # 5

Career Education Concept : Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. FISHBOWL
Children go to library to RESEARCH fish found in Maryland waters. Draw and color. Use a carton to make a "fishbowl." Cut out front and cover with green cellophane. Cover bottom of box with sand, shells, rocks, coral, green plants. Suspend cut out fish with green thread.

SOCIAL STUDIES

1. MAP SKILLS
Divide the class into two groups and let each group plan a walk for the other group, using landmarks in the vicinity of the school for guideposts. When each group has decided upon the route it would like the other group to take, help the members write or record the necessary directions. These directions may then be put into an envelope and on two consecutive days, the walks may be taken with the teacher accompanying the children. It can be out on the playground and around to the front of the school, or even around a block, if it is in the city. Some sample directions may be: Go to the school's front door. Walk down front street until you come to the corner of Walnut Street. Turn right and walk until you come to a white house with two pine trees in the front yard. Look on the porch of that house. Come back and tell us what you saw.

2. SAND TABLE
Have the children build a miniature seashore: shells, small drawings of people, buckets, tiny sun umbrellas. Include safety rules at the ocean, manners, health, clothing, and work done there i.e. (lifeguard, swimming instructor, divers, motel owners, restaurant owners and workers)

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 7 Lesson # 5

Career Education Concept : Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	WORKSHOP ACTIVITIES 1. WEATHER VANE: May want to have children construct a weather vane. Use a pattern of an arrow on manila paper to copy on a double thickness cardboard. Cut out, staple the middle of it over the end of a pencil. Make sure arrow can swing freely. Anchor the eraser in a stand of clay. Mark direction N,E,S,W. Place vane by an opened window to determine the direction of wind.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 7 Lesson # 6

Career Education Concept: People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS 1. BRAINSTORM uses of following tools: level, pliers, paring knife, drill needle. Show real tool. Tape children's answers. Make a LIST later if needed. Have children use imagination. This may include funny ideas. ACTIVITY SHEETS: Use as desired. One using tools is good at this point.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 7 Lesson # 7

Career Education Concept : Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

HOMEMAKING ACTIVITIES

(pg. 185)

1. May use recipe for a committee to follow, i.e. mixing salmon with mayonnaise as a spread. May set a table and use waitresses. Review duties of a waitress and table manners.

RESOURCE PEOPLE

1. Children investigate all facts about salmon, i.e. how caught where, canning, etc. Choose some children to be a panel of "experts". Other children will ask questions. At conclusion, serve salmon on crackers.

SOCIAL STUDIES

1. DIORAMA: Refer to investigation done in a previous unit when parents' occupations and place of employment were listed. Children can draw a picture of the parent at work. Cut out a map of Hagerstown surrounding area and place on a floor. When completed, should show kinds of work and places of employment in area. Use these as possible resource.

2. ACTIVITY SHEETS: Use matching of words and workers.

Level 2 Unit 7 Lesson # 8

Career Education Concept: All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES (pg. 187) 1. COLLECTION: Expand the idea of transportation. Children bring in matchbox cars, HO trains, airplanes, boats. If display case is available, set up a model city using items where appropriate; or use a floor map of Hagerstown showing bus terminal, airport, Mack Truck, freight station, highways, Baltimore port. 2. CENTER: Use an activity sheet with directions i.e. You are a trucker. Report to Baltimore dock and deliver a load of oranges to A & P. You are a pilot, fly to Baltimore dock and bring back a shipment of flowers to Two Guys.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 7 Lesson # 9

Career Education Concept : People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS (pg. 189) 1. LETTERS- Write a letter and send a Social Studies paper (or drawing) to a relative. RESOURCE PEOPLE 1. FIELD TRIP- Take a field trip to a post office and see all the people who handle letters before they reach their destination. SOCIAL STUDIES 1. CUT AND PASTE The child will cut out different means of transportation and draw pictures of a city, placing transportation in right places. 2. FILM In place of a trip, a filmstrip could be used on the post office, or it can be used in conjunction with the trip.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 7 Lesson # 10

Career Education Concept : Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS 1. Children discuss skills they are learning; i.e. writing, reading, spelling. List on the board. Discuss which skills might you need in a job? Circle these. Conclusion will be that the children might very well need all (or most) of the skills listed. 2. LANGUAGE ARTS TREES: Use real tree branches suspended or ones drawn on poster board or blackboard. Label each one for reading, writing, listening and speaking. Decorate each tree with names of workers at home, school, community who use these skills.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 7 Lesson # 11

Career Education Concept : All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

RESOURCE PEOPLE

1. Ask a policeman to come to the school. Children examine car and equipment.

SOCIAL STUDIES

1. SURVEY AND CENTER
   Using the yellow pages of telephone book, make a center where the child looks up a given page number. See examples below.

   1. Look on page 27 (any page with a picture of transportation of goods) in the yellow pages.
   2. List the telephone number I would call to get my bricks.

   1. Look on page 110 in the Yellow Pages.
   2. What number do I call to order some flowers?

2. Telephone follow-up:
   -Who would deliver what you order?
   -What means of transportation would be used?
   -How are things packed for shipment? Bricks are packed carefully with straw and tied in a bundle. Flowers are kept cool and stems wet.
   Knowledge, Skill and Training.
   -How the deliveryman is trained to do the job to take the best care of the product he is responsible for.

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 7 Lesson # 12

Career Education Concept : People work for rewards and satisfactions.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

SOCIAL STUDIES

(pg. 195)

1. ROLE PLAY: Children play at being a conservationist. They should realize that some work is done for personal satisfaction and not for a salary. The group decides what can be done in immediate neighborhood, around the home, on playground, etc. to promote conservation. Ask the question, "Did you work as a conservationist today?" Children play the answer and rest of the class guesses. Conclude with the question, "How did you get paid for your work?"

2. WALKING TOUR of shopping center, streets, roads, playground to study pollution i.e. air, water, roadside, and erosion (if available). May have examples from June flood. To pinpoint air pollution, may count cars going by a given corner or in a given space in parking lot of shopping center.

3. Develop LIST of rules to follow in helping with conservation, i.e.
   1. Put rubbish in can.
   2. Do not throw papers out of car window.
   3. Pick up glass.
   4. Eat all my food. Have these mimeographed so children can check on a daily basis.

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit 7 Lesson # 13

Career Education Concept : All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

SOCIAL STUDIES

(pg. 197)

1. WALKING TOUR- Depending on whether your school is nearer a farm or a shopping center (or store), you will want to talk about the resources of that area.

   If you are near a farm, you can discuss and make a list of products that come from the farm.

   If you are near a store or shopping center, you will want to list the products you see there, and trace them back to their sources.

2. HELPERS- All of us have skills. Some of us have skills others may need. Each class should have helpers for a week.

   Possible helpers are: spelling helper, reading helper, addition helper, clock helper, counting helper, clean face helper, etc. Anytime anyone needs help during the day, they go to the right helper.

3. GROUPING- Collect or draw pictures of products that come from farms. The products should be things that families use. Choose a committee to put the pictures into three groups. Give each group one of these names:
   a. Food products
   b. Products should make clothing
   c. Other farm products.

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit Before you finish Lesson # 1

Career Education Concepts: Attitudes and personality factors have an effect on work, performance and success.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

SOCIAL STUDIES

1. MAKE A BOOK- The teacher will have questions on the board. They will have been discussed previously, so all children understand the questions. Then let the children tell about their answers to the questions. This answer session will be on tape. Then the teacher (or child) types up what has been said and makes a book for the information and binds it. It can be kept, given to the resource center or kept in the classroom to share each year. Some good questions would be ones which are factual, plus some humorous ones.

   Questions for Tape Session

   1. What do you want to be?
   2. Where will you work?
   3. What tools will you need?
   4. What transportation will you use?
   5. What hours will you work?
   6. What kind of a boss do you want to have?
   7. How much will you earn?
   8. What part of your job do you think you will like the best?

   Note: Questions 5-8 are strictly for fun.

   Now make a book and illustrate it using the taped answers to the questions.

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit Before you finish Lesson # 2

Career Education Concept: All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS 1. ALPHABET GAME Have children make lists of products, workers, and tools, alphabetically. For example, have an airplane, an ambulance driver, and an apple; A bank, a bus driver, and a basketball. A poster for each letter could be made and used with a low reading group. SOCIAL STUDIES 1. SENTENCE GAME Have sentences with a worker, job done, and tool used. Cut into 3 parts and mix up. Then let children put back together into correct sentences. Example: A waitress uses pencil and pad to write your order. The road worker spreads tar with a roller.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit Before you finish Lesson # 3

Career Education Concepts: People need to work to preserve and advance society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	RESOURCE PEOPLE (pg. 204) 1. Check inventory file of parents and find one who could come to school to demonstrate: i.e. decorating a cake, cleaning ceramic, stitchery, wood craft, read a story, play a game with children. SOCIAL STUDIES 1. Expand the idea of taking an item in the classroom, tracing it back to its source and giving credit to the worker involved at each point. Use board eraser (example only). Follow up with drawing: delivery man and truck that delivered erasers to the school, warehouse worker who stocked erasers, factory workers who made them and printer who make the labels, cotton fields and farmers who grew the cotton.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit Before you finish Lesson # 4

Career Education Concept: All work has dignity and is worthwhile.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

SOCIAL STUDIES

1. SURVEY- Find out who built the house you live in; what specific person or company, if possible. If a trailor, think back to the factory.

2. FILM- A filmstrip on home builders would be good at this point.

Catalog page	Box	Film	Title
12	29	702	Men Who Build Our Houses

from Washington County Catalog of Resources.

3. LIST- Class will make a list of workers needed to build a house. Here are some names:
carpenter roofer cement worker
truck driver decorator

4. ROLE PLAY- Child will make believe he is a worker needed to build a house. He wears a name tag and tells the class about himself and what he does. Include the following:
   1. Who I am.
   2. What tools I use.
   3. Where the tools come from.
   4. What materials I use.
   5. Where the materials come from.

5. FILMSTRIP

Catalog page	Box	Film	Title
12	29	700	Tools and Materials for Building Houses
12	29	702	Men Who Build Our Houses

from Washington County Catalog of Resources.

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit On Your Own Lesson # 1

Career Education Concept.: Most kinds of work need some skill or training.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES 1. DIRECTIONS Make a chart of all the people who must know directions in their jobs. Some are: Ambulance driver, Fireman, Bus Driver, Pilot, Police, Taxi, Truck Driver, Doctor.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit On Your Own Lesson # 2

Career Education Concept : People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

(pg. 210)

1. TIME LINE- Draw a series of pictures illustrating the progressions of methods of direction-finding. For example, the sun, moss on trees, Indians used twigs and arrows, on up to the compass, wind sock, and modern maps for pilots.

LANGUAGE ARTS

1. DISPLAY- Have a display of books in your classroom that would have methods of direction-finding, both primitive and modern. Some good sources would be: The Book of Knowledge, Scout Handbooks.

2. INVESTIGATION- The children explore the books to find ways people used to find direction many years ago and now. The Indians are a good example of primitive ways.

SCIENCE

1. DEMONSTRATION- Have a demonstration of skills of directions using the compass, a wind sock or vane, anemometer.

SOCIAL STUDIES

1. ROLE PLAY- Role Play a group of scouts on a walk in the woods, with or without a scout leader, getting lost in the woods and finding their way again.

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit On Your Own Lesson # 3

Career Education Concept : Attitudes and personality factor have an effect on work, performance and success.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES (pg. 212) 1. MAZE- Using skills of survival learned in the last lesson, have children work their way through a maze. 2. CODE- Use to make a message either for finding directions or a treasure.	

CAREER EDUCATION ACTIVITY SHEETS

Level 2 Unit On Your Own Lesson # 4

Career Education Concept: Environmental and cultural factors determine kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS 1. If you went to a circus, a city, what are things you would see? See attached sheet.	

PUT X BEFORE ALL THE RIGHT ANSWERS FOR EACH QUESTION.

1.

WHAT 5 THINGS MAKE YOU THINK OF A CIRCUS?

___ LIONS IN A CAGE
___ AN ELEPHANT PARADE
___ MONKEYS CHATTERING
___ BEAUTIFUL WHITE HOUSES
___ EMPTY APARTMENTS
___ A BIG TENT FOR ANIMALS
___ A PLACE TO KEEP BOATS
___ BOXES OF SMALL BOOKS
___ MOUNTAINS NEARBY
___ A DAY FOR FUN

2.

WHAT 6 THINGS MAKE YOU THINK OF A CITY?

___ STREET LIGHTS
___ MANY TALL BUILDINGS
___ EMPTY FIELDS
___ THE SAME AS A FARM
___ ALWAYS WET AND COLD
___ MANY HOUSES
___ FIELDS OF TALL CORN
___ A VERY BIG TOWN
___ MANY BIG SCHOOLS
___ STORES WITH ELEVATORS

WHAT 6 THINGS MAKE YOU THINK OF A FIELD?

___ TALL BUILDINGS AND STREETS
___ BABY RABBITS PLAYING
___ A TRACTOR WORKING
___ CELLAR STAIRS
___ A PLACE AT THE FARM
___ BOATS IN THE WATER
___ BIG ENOUGH FOR A CIRCUS
___ A STREET CORNER NEARBY
___ CORN AND WHEAT
___ A PLACE TO KEEP HORSES

WHAT 6 THINGS MAKE YOU THINK OF THE SEA?

___ STONES AND SAND NEARBY
___ SOME STARFISH
___ A ROBIN IN THE FIELD
___ CATCHING BIG FISH
___ WHERE TO KEEP A TRACTOR
___ BIG AND SMALL BOATS
___ THE SAME AS A SEESAW
___ PLAYING IN THE WATER
___ A TALL MAN
___ THE NOISE OF WATER

CAREER EDUCATION ACTIVITY SHEETS

Level_____ Unit_____ Lesson #_____

Career Education Concepts:

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	Available from Resource Center Library 1. Free and Inexpensive Learning Materials p. 40 lists NASA Guidance Publication called Space Jobs written for K-3 C. $.15 2. 1001 Valuable Things You Can Get Free p. 151 Bike Safety Booklet from Goodyear Tire and Rubber Co. Akron, Ohio 44316 p. 151 Nursery Rhyme Safety Booklet called "Let's Learn About Safety" Eli Lilly and Co. Dept. TW Indianapolis, Ind. 46206 3. Sources of Free and Inexpensive Educational Materials. Educational Materials. p. 68 Vocations and Educations-poster 9 1/2 x 12 inches Educators Mutural Life Insurance Co. Box 149 Lancaster, Pa. 17604	

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What does each face tell you?

1

2

3

4

5

6